DOCUMENT RESUME

ED 392 556 PS 024 064

AUTHOR Rosberg, Marilee A.
TITLE Child Rearing Study in Brunei Darussalam.
PUB DATE 95
NOTE 41p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Birth; Breastfeeding; Child Development; Child Health; *Child Rearing; Discipline; Eating Habits; Elementary School Students; Foreign Countries; Interviews; Parent Aspiration; Parent Attitudes; Parent Background; *Parent Child Relationship; *Parenting Skills; Parent Responsibility; Preschool Children; Television Viewing
IDENTIFIERS Brunei

ABSTRACT

In order to gather data on children's lives, language, and religious activities, and to gather data on child rearing practices in Brunei, a study interviewed parents from 38 Malaysian families having one or more children 3-8 years old. Results indicated that 92 percent of the children crawled when they were between 6-9 months old; 63 percent were walking between 11-12 months of age. One hundred percent of the children spoke Malay, with nearly 65 percent of this number also speaking English. All of the children watched television daily, most for one or two hours. Most of the parents surveyed were about 25 years old. Seventy percent of mothers worked as either teachers or government employees. Nearly 58 percent of fathers worked for the government; nearly 16 percent worked as teachers, and about 12 percent worked in the private sector. Most parents (nearly 82 percent) felt equally responsible for disciplining their children. Most parents have high aspirations for their children's education, including the attainment of at least a Bachelor's degree. The study is considered a beginning effort for attempts to gather data on parenting. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 392 556

CHILD REARING STUDY IN BRUNEI DARUSSALAM

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Merilee A. Rosberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

MERILEE ROSBERG, PH.D.
UNIVERSITY OF BRUNEI

PS 024064

BEST COPY AVAILABLE

CHILD REARING STUDY

IN BRUNEI DARUSSALAM

MERILEE ROSBERG, PH.D.
UNIVERSITY OF BRUNEI

ABSTRACT

CHILD REARING STUDY
IN BRUNEI DARUSALAM

This study was based on data gathered in interviews conducted by sstudents enrolled in an In-Service Certificate Course at the Universiti of Brunei Darusalam in October, 1993. Because of changes in personnel in the Early Childhood Faculty, analysis was deferred until January, 1995. Due to this delay, the absence of the individuals who had developed the initial instrument, and the use of student interviewers with very limited experience in survey research, the decision was made by the author to limit this paper to description and narrative.

Given these limitations, this study provides survey data on child rearing practices in Brunei Darusalam. Data is based on interviews with 38 families, each with one or more children from 3 years, six months of age to 8 years of age.

DESCRIPTION OF THE STUDY

This study was designed to develop information on child rearing practices in Brunei Darussalam. The purpose of the study was to gather baseline data on the children; their daily lives, language spoken, and religious activities. Additional data on the family child rearing patterns and aspirations held by the family for their child(ren) was also gathered.

The questionnaire was administered to families of preschool children enrolled in schools at SR Kampung Perpindahan Mata-Mata, SR Kiarong, SR Kampung Mata-Mata, SR Raja Isteri Fatiman, and SR Delima Satu, Jalan Maura. An interview format was used to collect data. Interviews were conducted by students enrolled in the "In-Service Certificate Course" for preschool teachers in October 1993.

The interview questionnaire was initally developed by Professor Marjory Ebbeck and was modified for use in Brunei by Professor Ebbeck, Hajah Aisah binti Haji Mohd Yusof, Chairperson of the Department of Early Childhood Education at the University of Brunei Darussalam and by Hajah Asmah binti Haji Morni. Due to the heavy demands on the time of the participants in development of this study resulting from the process of establishment of a new Universiti degree program in Early Childhood Education and implementation of new coursework required for operation of the In-Service Certificate Training Program, the data was not analyzed immediately.

Analysis was deferred until January 1995. By this date,

Professor Ebbeck had left the Universiti of Brunei Darussalam and returned to Australia. Additionally, Hajah Asmah binti Haji Moroni had been granted academic leave for further study in England. As a result, the information obtained in the survey has been compiled primarily by Dr. Merilee A. Rosberg, a Fulbright Lecturer in Early Childhood Education at the Universiti of Brunei Darussalam for the 1994-95 academic year. Because of this change in personnel involved, the following analysis is somewhat limited. Information has been compiled and descriptive narrative provided. It is hoped that the information herein will be useful as a baseline for further study.

The sample includes parents with children enrolled in the preschool programs of the listed participating schools. Interviews were conducted by students enrolled in the first cohort of participants in the In-Service Certificate Program. At the time of this study, these students had been enrolled for approximately seven weeks. It is assumed therefore, that some variation occurred in recording of response data. It is hoped that information was accurate and that any variations were most prevalent in interpretation of parent comments in response to open-ended questions. Furthermore, it should be noted that many of the family interviews were conducted in Malay and that, necessarily, some information will be altered in the process of translation.

Once the afforementioned limitations are accepted, this study provides the only known source of academic information on

child rearing patterns in Brunei Darussalam. It is hoped that the data will prove useful for teaching purposes and that it will add relevance and meaning to difficult concepts by the use of local findings.

Little germane literature exists regarding child rearing practices among the Malay speaking peoples of Borneo on the Malay Penninsula. The most singularly significant work now available appears to be a monograph by Professor Jasbir Sarjit Singh, Education and social mobility in Malaysia: A case study in Petaling Jaya. The volume, released in 1989, by the Faculty of the University of Malaysia, was based on a doctoral dissertation submitted to the Faculty of Education, University of Malaysia, in 1973.

Other materials available specifically on the subject were quite limited and very dated. A monograph by Swift on Malay peasant society in Jelebu, for example, was released in 1965. Similarly articles by Nash, in 1972, and Alisjahbana, et. al. in 1965, though excellent, are too old to be of much value. The rapid rate of economic development and the accompanying social, economic, and cultural change made these materials useful primarily for historical purposes rather than for current comparative studies.

This study was designed based upon research conducted by Ebbeck at the University of South Australia and in Hong Kong. The developed research instrument (Appendix A) was administered to 38 parents of children enrolled in preschool programs at one

of five schools, SR Kampung Perpindahan Mata-Mata, SR Kiarong, SR Raja Isteri Fatiman, and SR Delima Satu, Jalan Maura.

Academic programs in government schools at the preschool level have been in Malay. Though many of the families have some working knowledge of English, such background was not essential for either the parent or the child(ren) for inclusion in the sample selected for interview. As a result, some of the interviews were conducted in Malay and comments were translated and recorded by student interviewers. This leads to potential alteration of information and to loss of data. Difference in interpretation of questions by both interviewers and respondents has resulted in some ambiguous data as well. A good example would be data on employment. Does employment mean employer or position? Individual interviewers have recorded data differently so that a person working for the government might well be listed as "government employee" or alternately by title as "clerk" or "engineer." As a result, some of the data are difficult, if not impossible, to interpret. Such problems will be noted in the following summation of results. Where appropriate, coding protocols used by Rosberg in compiling these data will be noted.

Open-ended questions pose special problems in reporting. Each interviewer has recorded information differently. Very similar responses, therefore, could appear to vary substantially as presented. Due to this difficulty, such questions will be dealt with only anecdotally in this paper.

Finally, the absence of the principal developer of this

study, Professor Ebbeck and of one of the primary participants in planning this research, Hajah Asmah binti Haji Moroni, have led to the absence of some information useful in interpretation. In spite of these limits, the data developed here are unique. It is hoped that their presentation in descriptive form may contribute significantly to the body of knowledge available.

RESULTS OF THE SURVEY

The questionnaire on "Child Rearing Patterns in Brunei" appears in the appendix. Following is a breakdown of information gained.

Information about the Child

Children included in this survey varied in age from 3 years, 6 months to 8 years with the majority of them being between the age of 4 and 6. Data on age appear in Table 1.

Table 1

Age of Child

Age of Child	Number	Percent
3 yrs - 3 yrs, 11 mo, 29 days	2	5.26
4 yrs - 4 yrs, 5 mo, 29 days	5	13.16
4 yrs, 6 mo - 4 yrs, 11 mo, 29 days	7	18.42
5 yrs - 5 yrs, 5 mo, 29 days	10	26.31
5 yrs, 6 mo - 5 yrs, 11 mo, 29 days	6	15.81
5 yrs - 7 yrs, 11 mo, 29 days	7	18.43
8 yrs	1	2.63

Of the children included in the study, 39.46% were male and 60.54% were female (Table 2). Questions regarding weights at birth showed a range from just over 2 kg. to over 4 kg. (Table 3), a fairly normal distribution. An additional question regarding length of the baby at birth, yielded insufficient data to allow tabulation. A large portion of interviewees failed to respond.

Table 2

Sex of Child

Sex of Child	Number	Percent
Male	15	39.46
Female	23	60.51

Table 3

Birth Weight

Weight of Child at Birth	Number	Percent
2,01 kg - 2.5 kg	3	7.89
2.51 kg - 3.0 kg	15	39.46
3.01 kg - 3.5 kg	15	39.46
3.51 kg - 4.0 kg	4	10.52
4.01 kg - 4.5 kg	1	2.63

Questions regarding the age at which the baby first began to crawl (Table 4) and to walk (Table 5) resulted in much better rates of response. Only one individual did not respond to the question on crawling. Most of the children were walking by 12 months. This percentage is somewhat higher than one might expect.

Table 4

At What Age did Baby Crawl?

Crawled	Number	Percent
6 - 9 mo	35	92.09
9 - 12 mo	1	2.63
15 - 18 mo	1	2.63
No data	1	2.63

Table 5

At What Age did Baby Walk?

Walked	Number	Percent
9 mo	4	10.52
10 mo	4	10.52
11 mo	12	31.57
12 mo	12	31.57
13 mo	4	10.52
15 mo	2	5.26

The question on feeding patterns - breast vs bottle, led to some confusion. As a coding protocal, all individuals who indicated bottle-fed were coded as such (Table 6) with those indicating that their babies were breast-fed divided by the length of time that they breast-fed the infant. It appears that about two-thirds of the children in the survey were breast-fed, with 10% of respondents indicating that they had continued the practice for two years or more.

Table 6

Was the Baby Breast Fed or Bottle Fed?

Breast or Bottle Fed	Number	Percent
Bottle Fed	13	34.20
Breast Fed		
3 mo or less	7	18.42
3 - 6 mo	7	18.42
9 - 12 mo	7	18.42
24 mo	3	7.89
36 mo	1	2.63

89.45% of the respondents indicated that their children were born in Brunei (Table 7) while the remainder failed to answer the question. A large number of interviewees did not indicate whether the birth was premature, normal, or caesarian, making a

valid coding of this information impossible.

Table 7

Country where child was born

Country where Born	Number	Percent
Brunei	34	89.45
No Data	4	10.54

The question regarding whether the birth of the child was normal, premature, and/or caesarian yielded some interesting information. The majority, 71.03 percent, of the births were normal. None of the children were listed as premature, but 15.81 percent of the cases were tabulated as caesarian. This does seem like a high percentage. No data was available for 13.16 percent of the cases (Table 8).

Table 8

Was the Birth of the Child Normal, Premature, Caesarian?

Normal/Caesarian	Number	Percent
Normal	27	71.03
Caesarian	6	15.81
No data	5	13.16

The question on birth order (Table 9) indicates that 39.46% of the children were the first child of the family. When one notes the data on age of parents, it seems that relatively late initial childbearing appears to be the norm.

Some explanation is called for on the data in Table 9. 39.46% of the children upon which interviews were based were first children, yet 32 parents indicate other children in the family. The difference between approximately 60% one would anticipate and the approximately 84% indicating other children in the family is based on the subsequent birth of younger siblings.

Table 9

Birth Order in Family

Birth Order	Number	Percent
Eldest	15	39.46
Second	5	13.16
Third	2	5.26
Fourth	2	5.26
Fifth	2	5.26
Eleventh	1	2.63
Youngest	11	28.94

Table 10 shows that 50% of the families have only one or two children. Only four families have more than four children.

Since most of the mothers are in their late twenties and early thirties, it is conceivable and probable that family size will increase.

Table 10

Number of other Children in the Family

Number of other Children	Number	Percent
One child	7	18.42
Two children	12	31.57
Three children	7	18.42
Four children	4	10.52
Five children	1	2.63
Six children	1	2.63
Seven children	1	2.63
Eleven children	1	2.63

According to the respondents, 94.98% of the children are either in excellent or good health. Only 5.26% of the interviewees say that their children are in poor health (Table 10). Most of the children 84.19% (Table 12) have seen the doctor in the last year, but only 39.46% of the children had seen the dentist in the last year (Table 13).

Table 11

Health of Child

Health	Number	Percent
Excellent	9	23.68
Good	27	71.03
Poor	2	5.26

Table 12

Visits to Doctor in the Last Year

Visits to Doctor	Number	Percent
Yes	32	84.19
No	6	15.81

Table 13

Visits to Dentist in Last Year

Visits to Dentist	Number	Percent
Yes	15	39.46
No	23	60.51

Table 14 indicates that a majority of the children, 81.56%, normally dress themselves. 18.44% dress themselves sometimes. Of the children who dress themselves sometimes, three children are three years old, two are four, one is five, and one is six. Except for the five and six year old, this seems to be a normal distribution.

Table 14

Does Child Dress Self?

Dresses Self	Number	Percent
Yes	31	81.56
Sometimes	7	18.44

Most of the children seem to wake up between 6:00 and & 7:00 AM and the normal time for going to bed seems to be between 8:30 and 9:30 PM. Meals eaten by the children also seem to be fairly consistent. The majority of the children have milo and bread or rice for breakfast. For lunch, the main meal seems to be fish or chicken with rice and vegetables.

The types of toys that children enjoyed were fairly similar, and these included dolls, toy cars, blocks, balls, guns, and bicycles. Most of the children played with their siblings and cousins. Activities that they enjoyed were playing, biking, coloring, reading, swimming, watching TV, and singing.

Regarding language, all of the respondents indicated that Malay is the first language spoken by the child (Table 15). The majority of the children also speak and/or understand at least one other language or dialect. 65.78% of the children speak English, 26.31 Tutong dialect, 7.89 Kadayan, 2.63 Dusun dialect, and 2.63 speak Chinese (Table 15).

Table 15

Languages Spoken by the Child

Languages Spoken	Number	Percent
Malay	38	100.00
English	25	65.78
Tutong (Dialect)	10	26.31
Kadayan (Dialect)	3	7.89
Dusan (Dialect)	1	2.63
Chinese	1	2.63

All of the children watch television on a daily basis (Table 16). The majority of the children, 60.51%, watch only one or two hours per day. 39.47% of the children watch between three and five hours per day. Most of the programs viewed consist of cartoons and Malay movies. Some of the children also watch educational television programs such as Sesame Street.

Table 16

Time Spent Watching TV

Hours Watching TV	Number	Percent
One hour	12	31.57
Two hours	11	28.94
Three hours	5	13.16
Four hours	7	18.42
Five hours	3	7.89

Less than half of the children are engaged in other organized activities besides preschool. 15.81% are engaged in private tuition classes, 7.89 attend school extra curricular activities such as Boy Scouts and Girl Guides, 39.46 attend Quran/Mukadam reading classes, and 7.89 engage in Quran/Mukadam reading at home (Table 17). Actually, considering the age of the children, this is a high percentage of children engaged in other organized activities.

Table 17

Other Organized Activities

Other Activities	Number	Percent
Private Tuition Class	6	15.81
Extra Curricular Class	3	7.89
Quran/Mukadam Reading Class	15	39.46
Quran/Mukadam Reading at Home	3	7.89

Information about the Family

The information on age of parents is interesting. 94.69% of the mothers are at least 25 years old, and the median age for mothers is between 30-34 years (Table 18). It would be helpful to know how old the mother was when she had her first child. All of the fathers are at least 25 years old with the median age being between 35-39 years (Table 19).

Table 18

Age of Mother

Mother's Age	Number	Percent
20-24 years old	1	2.63
25-29 years old	7	18.42
30-34 years old	14	36.83
35-39 years old	10	26.31
40-44 years old	3	13.16
45-49 years old	1	2.63
No Data	2	5.26

Table 19

Age of Father

Father's Age	Number	Percent
25-29 years old	5	13.16
30-34 years old	9	23.68
35-39 years old	12	31.57
40-44 years old	5	13.16
45-49 years old	5	13.16
No Data	2	5.26

The occupational data is very difficult to code. In many cases no distinction is made between government and private and/or private and self-employed. Bearing this in mind, the following data as shown in Tables 20 and 21 may be somewhat useful. 42.09% of the mothers are employed as teachers, 31.57% work for the government, and 21.04% seem to be homemakers. In examining the occupation of fathers, 15.81% are teachers, 57.88% work for the government, 13.16% are privately employed, 7.89% are self-employed, and 5.26% did not indicate type of employment. These figures seem to indicate that most women hold jobs outside the home, and the largest employer for both men and women seems to be the government.

Table 20

Occupation of Mother

Occupation	Number	Percent
Teacher	16	42.09
Government	12	31.57
None	8	21.04
No Data	2	5.26

Table 21

Occupation of Father

Occupation	Number	Percent
Teacher	6	15.81
Government	22	57.88
Private	5	12.16
Self	3	7.89
No Data	2	5.26

The information on education is somewhat complicated, but the data is interesting (Tables 22 and 23). 23.68% of the mothers did not complete their O levels. 42.09% completed their O levels. 18.42% completed A levels. 7.89% attended an alternate college, and 7.89 are listed as other. Looking at the data on the fathers, it is fairly similar. 23.68% did not complete their O levels. 50% completed their O levels. 10.52% completed A levels. 10.52% attended college and received a BA degree. 5.26% are listed as other. The majority of the mothers and fathers have completed their A levels but only a small percentage have completed their O levels and gone on to receive a B.A. degree. In looking at aspirations for their children, most of the parents list education as a very high priority of their child(ren).

Table 22

Education of Mother

Education	Number	Percent
Form 3-6	9	23.68
O Level	16	42.09
A Level	7	18.42
Alt. College	3	7.89
Other	3	7.89

Table 23

Education of Father

Education	Number	Percent
Form 3-6	9	23.68
O Level	19	50.00
A Level	4	10.52
B.A. Degree	4	10.52
Other	2	5.26

Table 24 shows the number of persons who live in the home. Persons living in the same household range from four to fourteen. 34.23% have four or five members, 47,35 have six or seven individuals, 13.15% have eight or nine, and 5.26 have ten or more

members living in the home. The question asks the respondent to include the immediate family members, relatives, and the maid or amah if living in the home. Less than half of the respondents list a maid or amah.

Table 24

Number in Household

Number in Household	Number	Percent
Four members	6	15.81
Five members	7	18.42
Six members	8	21.04
Seven members	10	26.31
Eight members	2	5.26
Nine members	3	7.89
Ten members	1	2.63
Fourteen members	1	2.63

The majority of the families own their own home (Table 25). 55.25% own their own home, 10.52% rent privately, 21.04% rent governmental property, and 13.6% live in a home owned by a relative.

Table 25

Home Ownership

Home Ownership	Number	Percent
Owned	21	55.25
Private Rental	4	10.52
Government Rental	8	21.04
Owned by Relative	5	13.60

Regarding religion, 92.09% specified Islam as the religious denomination of the family. 5.26% indicated that they had no religious denomination and 2.63 did not specify a religion (Table 26). The question on religious activities of the child was somewhat vague and, as a result, it was interpreted in so many ways that it is not really usable for this study.

Table 26

Religious Denomination of Family

Religion	Number	Percent
Islam	35	92.09
None	2	5.26
Not specified	1	2.63

Child Rearing Patterns

The questions regarding discipline of the child and care of the child resulted in some interesting findings. Table 27 on discipline of the child shows that both parents discipline the child in 81.59% of the cases, in 10.52% of the cases the father does the disciplining, in 5.26% the mother, and in 2.63% the auntie and maid do the disciplining.

Table 27

Who Disciplines the Child?

Person who Disciplines Child	Number	Percent
Both Parents	31	81.59
Father	4	10.52
Mother	2	5.26
Auntie or maid	1	2.63

The questions on primary caregiver show some different results (Tables 28-30). During the day, the mother is the primary caregiver in 50% of the cases, the amah in 23.68%, the teacher in 7.89%, both parents in 7.89%, the sister in 5.26%, and the grandmother in 5.26%. In the evening both parents are involved in 57.88% of the caregiving, the mother in 31.57%, the father in 5.26%, the sister in 2.63%, and the grandmother in 2.63%. On weekends, the majority of the caregiving is done by both parents, 84.19%. The mother is the primary caregiver in

only 15.79% of the cases. In this area, both parents seem to share the role of caregiving on weekends with the mother doing more of the caregiving during the week.

Table 28

Primary Caregiver During the Day

Caregiver - Daytime	Number	Percent
Both Parents	3	7.89
Mother	19	50.00
Amah	9	23.68
Teacher	3	7.89
Grandmother	2	5.26
Sister	2	5.26

Table 29

Primary Caregiver During the Evening

Caregiver - Evening	Number	Percent
Both Parents	22	57.88
Mother	12	31.57
Father	5	5.26
Grandmother	1	2.63
Sister	1	2.63

Table 30

Primary Caregiver During the Weekend

Caregiver - Weekend	Number	Percent
Both Parents	32	84.19
Mother	6	15.79

Responsibilities such as taking the child to the doctor, dentist, and shopping seem to be shared by both parents. Table 31 shows that 78.93% of the parents share this responsibility, in 10.52% of the cases it is the mother's responsibility, in 2.63% it is the father, and in 5.26% of the cases it is the grandmother who transports the child.

Table 31

Who takes the Child to the Doctor, Dentist, Shopping, etc.?

Transports Child	Number	Percent
Parents	30	78.93
Mother	4	10.52
Father	1	2.63
Grandmother	2	5.26

Regarding taking the child to preschool it is interesting in that it is the father who does this in 44.73% of the families.

Both parents share this responsibility in 34.2% of the cases, the mother does it in 18.42% of the cases, and the uncle in 2.63% of the families (Table 32).

Table 32

Who takes the Child to Preschool?

Transports to Preschool	Number	Percent
Parents	13	34.20
Father	17	44.73
Mother	12	18.42
Uncle	1	2.63

Family Aspirations for the Child

The question regarding what the family wants for their child seems to be answered in one of three ways. About half of the families emphasize that they want their child to have a good education. One third state that they want their child to be well disciplined and good. The remaining respondents want their child to be successful. These are general statements but all seem to indicate that they want the best for their child.

Most of the parents have fairly high aspirations for their child(ren). The main occupations listed in order of preference are doctor, teacher, lawyer, religious leader, and journalist. About one third of the parents stated that it depends on the child's academic performance and interests.

Many of the parents did not respond to the last five general questions. Of those that responded about what they like/dislike about being a parent, there seemed to be a general consensus. They enjoyed their children when they behaved appropriately and were easy to discipline and they disliked being a parent when the child(ren) misbehaved.

Regarding the question about who the parent goes to for advice on child rearing, there was also general agreement. Those who responded said that they talked to their parents, relatives, and friends to get advice.

The fears of the children seem to be normal for young children. Many of them are afraid of animals such as dogs or cats. Other common fears were fear of thunder, darkness, and being scolded by either parent.

The majority of the parents did not list a behaviour problem for their child. Those that listed problems included fighting with siblings, wanting their own way, jealousy, and bad-tempered. Only about one-third indicated that their child had any behaviour problem. In the general comments section several of the parents stated that their child was happy and well-adjusted. They did not seem to have any real concerns about their child's behaviour.

DISCUSSION

This study does provide some useful information on child rearing practices in Brunei Darussalam. It gives information regarding the daily practices of young children and their parents and provides some insight regarding aspriations of families with young children.

There are several interesting findings that give some insight into families and cultures. In Brunei Darussalam there is a great deal of stress on the importance of the family. Conferences and workshops are held for young mothers where topics such as breast feeding and health care of infants are discussed. In this study findings show that two-thirds of the mothers nursed their babies. This seems to be a priority in this society.

In looking at the information on languages spoken by the child, it becomes obvious that this is a bilingual society. All of the children in this study speak Malay as their first language but five other languages and/or dialects are also used in the home. Over two-thirds of the childr n speak and/or understand English, and one third of the children use another dialect such as Tutong in their home. This information can be useful for teachers who work with young children in the schools.

Television viewing seems to play a large role in the lives of young children. All of the children watch television and 40% watch more than three hours per day. This figure was obtained before Star TV was available. One wonders how much of an increase there might be now with more channels and programmes.

Educators may want to provide parents with information regarding TV viewing and push for more educational programmes on local TV.

In examining data on employment, the study shows that almost 75% of the mothers with young children work outside the home. This has several implications for society and educators. This means that at least part of the day young children are cared for by someone other than their parents. Child care may be an area that needs to be examined and discussed by educators and families to determine if other services are needed for families with young children.

Care of the child seems to be a shared responsibility. In 82% of the cases both parents discipline the child. Care of the child on weeekends is shared by both parents in 84% of the cases. During the week in the daytime, more of the care is done by the mother, but in the evening care is again shared. Families in Brunei Darussalam do seem to do things together. When one observes children out in the community shopping, eating, etc. both parents are usually with the children. It is a family oriented society.

Education seems to be a high priority with most of the families. Only about 10% of the fathers have obtained their BA degree, but the parents have high aspirations for their children. In listing occupations desired for their children, doctor, teacher and lawyer are cited as goals. This indicates that most parents would like their child(ren) to obtain a minimum of a BA degree.

The majority of the families believe that their child(ren) is well adjusted. They do not believe that their child has behaviour problems. Parents are satisfied with their role as parents and enjoy their children.

RECOMMENDATIONS

The above information is helpful for the educator, but it is based on a limited sample of children. It would be useful to have a somewhat larger sample with families in other parts of the country. This would allow one to see if there is a difference say between families in rural and urban areas.

It would be interesting to conduct this study in five years time to see if parental attitudes and aspirations have changed. Have changes in society, education level of parents, etc. resulted in a change in the way that parents view child rearing.

This study was too small to examine income levels and/or level of education of parents, but these are two areas that would be interesting to examine. One question to consider might be "Does the level of education of the parents influence their view regarding child rearing?"

If a similar study is conducted in the future, it would be more reliable if only one or two trained persons conducted the interviews. This would lessen the problems involved when several persons are asking the questions and interpreting the responses.

Some of the questions in the survey are not clear. These should be examined in light of the confusing responses that were received. If the questionnaire is used again, some of the

questions may need to be revised or eliminated.

There are several directions that could be considered in a study such as this. In undertaking a future study it would be useful to consider how best such information could be utilized. For example "Would a similar survey be a good basis for determining the need for parent workshops, teacher workshops, and/or combined workshops for parents and teachers?" Information from surveys on child rearing can provide valuable information for parents, teachers, and interested educators.

Hopefully this baseline study will be the beginning for future studies on child rearing practices as well as other studies regarding education and young children in Brunei Darussalam.

References

Alisjahbana, S.T., Thani Naxagam, X.S. and Wong Gung-Wu (eds) (1965) The Cultural Problems of Malaysia in the Context of Southeast Asia. Kuala Lumpur, Malaysia: The Malaysian Society of Orientalists, Department of Malay Studies, University of Malaya.

Nash, M. (1972) Ethnicity, centrality and education is Pasir Mas, Kelantan, Comparative Education Review. February 1972.

Singh, J.S. (1989) Education and Social Mobility in Malaysia: A Case Study of Petaling Jaya. Kuala Lumpur, Malaysia: Faculty of Education, University of Malaysia.

Swift, M.G. (1965) Malay Peasant Society in Jelebu. London: London School of Economics Monographs on Social Anthropology No. 29, University of London, The Athlone Press.

APPENDIX

CHILD REARING PATTERNS IN BRUNEI

A DAY IN THE LIFE OF THE CHILD

Normal time waking _____

Does she/he dress herself/himself? _____

Food eaten for breakfast _____

Morning activities - list below

Food eaten for lunch _____

Afternoon activities - list below

Normal time of going to bed _____

What does the child do on Sunday?

What does the child do on Friday?

What are the child's favorite toys?

What friends does the child have?

What activities does the child like?

What activities does the child dislike?

First language spoken by the child _____

Other languages spoken by the child _____

When does the child watch on T.V.? _____

Total time spent watching T.V. each day _____

Programs viewed

CHILD REARING PATTERNS IN BRUNEI

INFORMATION ABOUT THE CHILD

Fictional name _____

Age of child Year_____Month_____Day___

Sex _____

Weight of baby at birth _____

Length of baby at birth _____

At what age did the baby crawl? _____

At what age did the baby walk? _____

Was the baby breast fed, bottle fed? (circle)

If breast fed for how long?
eg. 3 months, 6 months, 1 year, 2 years _____

Country where child was born _____

Birth of child (Circle) normal premature caesarian

Order in family (e.g. youngest) _____

Other children in family and their ages _____

_____

_____

Health of the child (circle) Excellent Good Poor

List any serious operations or illnesses that the child has had during the last year _____

_____

_____

How often has the child seen a doctor in the last year? _____

Has the child seen a dentist in the last year? _____

Has the child ever seen a dentist? _____

SUMMARIZE THE CHILD REARING PATTERNS OF THIS FAMILY

Who disciplines the child? _____

Who is the principal caregiver of the child? _____

During the day? _____

Evening? _____

Week-end? _____

Who takes the child to the doctor, dentist, shopping, etc.? _____

Who takes the child to preschool/school? _____

Temperament of the child
Ask the parent to comment on the temperament and behaviour of the child. For example, is she/he a happy child? Does she/he get on well with family members, other children? Is the child easy to discipline? To care for? Does the child sleep well?

Does the child show any preference for mother or father?

FAMILY ASPIRATIONS FOR THE CHILD

What does the family want for their child?

What occupation would they like their child to fulfill?

What do they most like and dislike about being a parent?

Who does the parent go to for advice on child rearing?

What is the child afraid of?

What behavious problems has the child had?

Any other comments parents would like to make.

What other organized activities besides preschool/school is the child involved in? For example, private tuition classes, school extra curricular activities (Boy Scouts, Girl Guides), Quran/ Mukadam reading classes, private music lessons.

Please circle below:

Private tuition class	Everyday	Twice a week	3 Times a week	Other
School Extra Curricular Activities	Everyday	Twice a week	3 Times a week	Other
Quran/Mukadam Reading Class	Everyday	Twice a week	3 Times a week	Other

Other

INFORMATION ABOUT THE FAMILY

Fictional names of parents Father_____ Mother_____

Age of Mother _____ Occupation _____ Income_____

Age of Father _____ Occupation _____ Income_____

Highest level of education completed by Mother _____

Highest level of education completed by Father _____

Members who live in the home. Include relatives and maid or amah. Sex and ages of other siblings.

_____

_____

Describe the home that the child lives in:
Geographic location, number of rooms, floor level, access to outside play area.

Is the home owned, privately rented, or government rented?_____

Religious denomination of the family _____

At what age do you involve your child in religious activities? _____

What are these, specify please, for example, involving child in prayers, as a family going to the mosque.

BEST COPY AVAILABLE